DOCUMENT RESUME

ED 058 559 AC 012 280

| | |
|---|---|
| TITLE | Handbook for Community Adult School Principals. Revised Edition. |
| INSTITUTION | Los Angeles City Schools, Calif. |
| PUB DATE | 71 |
| NOTE | 33p.; Prepared by the Division of Adult Education |
| EDRS PRICE | MF-$0.65 HC-$3.29 |
| DESCRIPTORS | *Administrative Policy; *Administrator Role; *Adult Educators; Curriculum Planning; Guidelines; Instructional Programs; *Principals; Professional Personnel; Program Budgeting; *Public School Adult Education; Student Characteristics; Teacher Recruitment |
| IDENTIFIERS | *Los Angeles |

ABSTRACT

This handbook is designed to aid community adult school principals in executing a successful school program. The 10 sections of the handbook are as follows: I. The Principal, II. The Instructional Program, III. Opening the School Year, IV. Curriculum, V. Housing, VI. Certificated Personnel, VII. Classified Personnel, VIII. Pupil Personnel, IX. Supplies and Equipment, and X. Closing the School Year. Major references and a subject index are provided. (DB)

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEH REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

ED 058559

# HANDBOOK FOR

# COMMUNITY ADULT SCHOOL PRINCIPALS

DIVISION OF ADULT EDUCATION
LOS ANGELES CITY SCHOOLS

1971

AC012220

HANDBOOK FOR

# COMMUNITY ADULT SCHOOL PRINCIPALS

**LOS ANGELES CITY SCHOOLS**
**Prepared by Division of Adult Education**
**Published by Division of Planning and Research**
**1971 Revision**

**APPROVED:**

**ABRAM FRIEDMAN**
**Assistant Superintendent**
**Division of Adult Education**

## *foreword*

This revision of the Handbook for Community Adult School Principals is published to make available more up-to-date information and add improvements to the original matter which remains.

It is highly recommended that an on-going committee be established and charged with the continuing responsibility of its development so that it may ultimately become a truly vital aid to all community adult school principals in their execution of a completely successful school program.

Divider pages for two appendices have been included in the Handbook for the convenience of principals in filing resource materials.

With the expansion of the total program of adult education in Los Angeles to include specially funded programs, the responsibilities of the Skill Center principal are included. Understanding of various responsibilities will be of mutual advantage.

Basically, this handbook represents the efforts of all members of the adult education administrative staff of the Los Angeles City Schools. Its initial publication and continuing development stem from their ideas and experiences. John G. McCants assumed direction for the completion of the revision.

Abram Friedman
Assistant Superintendent
Division of Adult Education

## *CONTENTS*


**PAGE**

FOREWORD . . . . . iii

section I

THE PRINCIPAL . . . . . 1

section II

THE INSTRUCTIONAL PROGRAM . . . . . 6

section III

OPENING THE SCHOOL YEAR . . . . . 10

section IV

CURRICULUM . . . . . 12

section V

HOUSING . . . . . 14

section VI

CERTIFICATED PERSONNEL . . . . . 15

section VII

CLASSIFIED PERSONNEL . . . . . 18

section VIII

PUPIL PERSONNEL . . . . . 19

section IX

SUPPLIES AND EQUIPMENT . . . . . 21

section X

CLOSING THE SCHOOL YEAR . . . . . 23

MAJOR REFERENCES . . . . . 24

INDEX . . . . . 25

APPENDIX A

APPENDIX B

*section I*

# *THE PRINCIPAL*

## ADULT EDUCATION PRINCIPAL

### PRIMARY FUNCTION

Plans, organizes, assigns, directs, and reviews the activities of an adult school and its branches as the administrative head of such school in accordance with the laws of the State of California and the rules and regulations of the Los Angeles City Schools.

### RESPONSIBILITIES

1. Administers adult education program in a given area, which includes a central school and its branch classes, in accordance with the policies and regulations of the Los Angeles City Board of Education, the State Department of Education, and the State Education Code.
2. Coordinates the adult education program with the activities of other groups using the same facilities by holding conferences not only with authorities in the central school, but also with those in libraries, playgrounds, parks, community centers, jails, hospitals, churches, and in other public schools.
3. Assumes those management reponsibilities relating to the adult education program involving plant supervision and supplies and equipment; directs office management, student body finance procedures, and student registration.
4. Determines the adult education needs of the area through study and analysis of individual and group requests for classes, surveys educational needs; consults with other professional educators, civil, business, industrial, and labor organizations, and advisory committees on adult education.
5. Plans and continually revises the adult school curriculum to meet current needs of those who attend school for cultural, civic, or vocational improvement; those who wish to become better homemakers; and those who wish to earn elementary or secondary school diplomas, citizenship certificates, or other achievement awards.
6. Recruits and recommends instructors for assignments; searches for those who have high specialized qualifications necessary to teach the technological and vocational adult classes.
7. Plans and conducts orientation and in-service education programs within the school for instructors who are not professionally trained teachers and for teacher improvement.
8. Supervises the work of instructors in the central school and branch locations; assists in the development of course outlines, and in the selection and securing of instructional materials, educational devices, supplies and equipment.
9. Develops and directs a plan of educational counseling, programming, and registration to serve the students enrolled in the assigned school.
10. Performs other duties as assigned.

## MDTA SKILL CENTER PRINCIPAL

### PRIMARY FUNCTION

Administers a Manpower Development Skill Center, including its branches, in accordance with the policies and regulations of the Los Angeles Board of Education, the Department of Health, Education and Welfare, the State Department of Education and the *California Education Code.*

RESPONSIBILITIES

1. Implements the educational and administrative program in a skill center.
2. Supervises the activities of certificated and classified personnel assigned to the skill center.
3. Organizes, supervises, coordinates, and administers a program of trainee counseling and guidance, both education and vocational, to meet the needs of trainees, including articulation with schools at other levels.
4. Provides for the protection of all equipment and supplies; organizes and directs plant protection activities including the prevention of vandalism; plans and conducts fire, earthquake and civil defense drills.
5. Provides for the receipt, deposit, expenditure and protection of student body funds.
6. Participates in the recruitment of teacher applicants and determines teachers to be selected in cooperation with the MDTA Director.
7. Conducts approved monthly teacher evaluation procedures; selects and evaluates classified personnel.
8. Works cooperatively with the State Department of Employment in the selection and dismissal of trainees.
9. Provides for safe working conditions within the center, including the posting of appropriate safety notices.
10. Interprets to the community the aims, objectives, and opportunities of the MDTA Center.
11. Requests items of necessary equipment not included in project approvals.
12. Assigns administrators to assure coverage during hours center is open.
13. Submits periodic reports to the MDTA Director.
14. Performs other duties as assigned.

## PRINCIPAL'S PROFESSIONAL ETHICS

Adult school principals shall, at all times, conduct themselves in accordance with "Professional Standards for Adult Education Administrators", the accepted code of ethics prepared by the California Association of Adult Education Administrators (CAAEA) in cooperation with the Bureau of Adult Education. (Refer to Bulletin No. 16, Vol. XXIV, 11/55, California State Department of Education.)

The position of authority of an adult school principal shall never be used for personal profit nor gain, nor to enlist the aid of teachers for assistance with personal projects.

## ADMINISTERING THE SCHOOL BUDGET

The Board of Education has the responsibility for deciding how much of the school tax dollar may be spent for adult education. The Assistant Superintendent is reponsible for using this money to provide the best possible adult education program for the entire school district. He delegates this responsibility to the several principals and allots each school a teacher budget based primarily upon Average Daily Attendance (ADA). Such factors as number of students per teacher, percent of current budget expended, type of educational program being offered, and physical facilities available enter into the determination too.

### MONTHLY EXPENDITURE OF BUDGET

Each adult school principal has the responsibility of providing his community with the best adult education program his budget will buy, but he must live within his budget. When the cost of instruction exceeds the budget one month, it must be less than the monthly budget another month.

### REQUEST FOR BUDGET INCREASE

All salaries for teachers and counselors not on paid leaves, such as Sabbatical, Military, or Illness, are charged against the school budget. Under unusual circumstances, the budget of a particular school may be increased to provide for a special activity or an unusual demand. Requests for such increases in the school budget should be initiated in writing by the principal before he expands his program. The request should give full details. If granted, a memorandum showing the revised budget will be sent to the school.

### AID TO ADMINISTERING THE SCHOOL BUDGET

Principals will submit the "Analysis of Payroll" on the Wednesday following the close of each school month as an aid to administering the school budget.

## SUPERVISION

The necessity for good teaching in adult classes requires administrative attention directed toward classroom activities.

### CLASS VISITS

Administrators should visit classes frequently. The visits may be brief or extensive. Frequent visits result in a reduction of tension on the part of teachers. The purpose of the visit should be clear to all concerned.

### CHARACTERISTICS OF A GOOD TEACHER

Rapport with students should be evident. Physical conditions should indicate advanced planning and teaching methods should involve students at appropriate levels of ability.

1. Is his instruction all lecture?
2. Is his instruction teaching or telling?
3. Is there evidence of advance preparation?
4. Does the teacher **know** his students?
5. Is the teacher sitting down?
6. Is his dress neat and appropriate?
7. Is his voice pleasant?
8. Are examinations results satisfactory?
9. Are the course objectives being fulfilled?

### DISCUSSION WITH TEACHERS (Following every visitation)

The purpose of visits is to provide a basis for discussion to determine what the administrator can do to help the teacher do more effective teaching. After a class visit made for the purpose of evaluating instruction, a discussion in regard to points observed should be held with the teacher. Supervision should be friendly and problems should be handled by a positive approach. Discuss good points observed and point out what the teacher is doing poorly or incorrectly. Invite the teacher into the discussion by asking questions. Suggest visits to other teachers who are successful with a particular method. Recommend that he enroll in one of the adult education classes offered at the local colleges and universities.

## STUDENT BODY FUNDS

### SOURCE OF INFORMATION

*Policies Governing Adult School Student Body Finance,* LACS, Publ. No. 466, Auxiliary Services Division, Student Body Activities Branch.

### GENERAL POLICY

Student Body funds shall be expended for the benefit of the students contributing them.

### SOURCE OF FUNDS

1. Sale of I.D. cards
2. Sale of Student Body supplies and/or services
3. Collection of class fees
   (For other sources, refer to Publication #466.)

### EXPENDED FUNDS – Basic Principle

Funds may not be used to purchase any items defined as basic needs for educational programs of adult schools. (Refer to Publication #466.) Here you will find information as to limitations on expenditures as to amount and required authorizations and prohibitions.

### AUDIT

There are a number of occasions when a principal should request an audit:

1. When a new Clerk-Bookkeeper is assigned.
2. When there is a change of principals.
3. Whenever an extreme irregularity is found in the financial accounts. (Make request of Auditing Section of the Controlling Division.)

### SAFE

When there is a change of personnel having knowledge of the combination call the Lock Department of the Business Division and request a change.

### SERVICE CHARGES

To determine how much service charge the bookkeeper should assess each month refer to Publication #466.

### CLASS FEES

To defray the cost of desirable supplemental supplies, equipment, and services. Not to exceed the established maximum. Determined by the needs of the individual class. (See Publication #466 for details.)

### CATERING SERVICE

Adult school principals, as trustees of Student Body funds, are empowered with the authority to grant and to revoke permission to catering service trucks to enter the school premises and furnish service. (See current Auxiliary Services Division Reference List No. 9 for list of authorized caterers and a sample contract.)

### VENDING MACHINES

The installation of vending machines in adult schools is permissible, provided that they are available only to adult students. Regular day school students should not have access to them.

## SAFETY

(Refer to Board Rules 2351-2370, Chap. 8, "Safety", *Administrative Guide,*) also refer to the red bound *Safety Handbook;* also current bulletins on Safety from the Division of Special Services.

### TESTS

A student enrolled in a class where safety tests are required must pass the safety test before the beginning of the class activity. Completed safety tests should be retained in the adult school office for one year following the close of the class. If it becomes necessary to forward a copy to the Insurance Section, request a photostat and retain the original.

### ACCIDENTS

For detailed information, see Accident Instruction Card, Form 74.47.

### FIRE PRECAUTIONS

See *Safety Handbook;* Section 2354-10, and Section 2360-19 "Fire Drill" and "Fire Control".

### DRILLS

Due dates for reporting the various drills are to be found in the *Calendar of Reports.* Fire drills are to be held monthly. Earthquake and Surprise Attack "Drop Drill" to be held monthly. "Take Cover" drill to be held once each semester.

### BOMB SCARE PROCEDURES

Telephone the Security Section at once. Call the Fire Department if you deem it necessary. Do not hold a fire drill unless the Security Section and Fire Department recommend it. Notify the Assistant Superintendent's office. Do not give out publicity.

## POLITICAL ACTIVITIES

Refer to Superintendent's Bulletin No. 7 (yellow), "Political Activities". No political activities shall be engaged in on school premises or on property owned by or in the possession or control of the Los Angeles City School Districts, except as provided under the Civic Center Act. (See Rules 1301 et seq.) Employees shall not engage in such activities during working hours; provided, however, that nothing herein shall be construed to abridge the rights of such employees, at other times, to engage in such activities.

## DEMONSTRATIONS, "SIT-INS"

School personnel should not interfere with activities of a demonstration nature taking place on public streets and sidewalks. Handling of such activities is a police matter and the police will have been alerted as a result of our call. (Security Section)

If unauthorized pupils or adults enter schools or classrooms, school personnel may direct them to leave but should under no circumstances threaten or use force in any form whatsoever. If rooms or other activity areas are occupied or blocked by unauthorized persons, it is suggested that the regular occupants might temporarily be moved elsewhere if other facilities are available.

## DISCIPLINE – CONDUCT

When the behavior or conduct of a student is such that it interferes with the on-going educational program of the school, after proper counseling interviews, such student shall be properly notified of his dismissal from the school, both orally and in writing. (Refer to Board Rules 1208-1 through 1208-9, *Administrative Guide.*)

*section II*

# *THE INSTRUCTIONAL PROGRAM*

## PHILOSOPHY

The provision of a program of adult education is one of the important responsibilities of the Los Angeles City Schools. The purpose of the program is to meet basic educational needs of adults of the district. To achieve this comprehensive purpose, organized programs of adult school instruction are provided in response to expressed public demand in eight major fields of learning. The offerings in these fields are to serve education, not recreational, purposes.

## MAJOR FIELDS OF LEARNING

1. **Education for Citizenship and The Foreign-Born.** The proximity of Los Angeles to Latin American countries, as well as its megalopolitan characteristics, brings to this city men and women from many lands and makes particularly urgent a program of education for the foreign-born. It is recognized that individual competence in communication is essential to the marketing of human abilities. The Adult Education Division of the Los Angeles City Schools provides an extensive program of language and citizenship education for its new and future citizens. Not only the tools of communication, but also the attitudes and concepts fundamental to our democracy, are taught to those in our community who seek to function in our society and to acquire United States citizenship.

2. **Elementary Education.** The Los Angeles City Schools recognize that there are many people in the cosmopolitan population of this city who have not completed their elementary schooling. Wherever need for such instruction is indicated, the education program for adults includes literacy, adult basic education, and elementary subjects courses for the development of basic learning skills.

3. **High School Education.** At the opening of the twentieth century, graduation from the eighth grade was considered to be an acceptable achievement; in the second half of the twentieth century, a high school education, or its equivalent, in learning, is generally considered as a minimum for people of our country. The future may demand fourteen years of elementary and secondary schooling, plus whatever continuing education is needed to attain functional and economic productivity. The Los Angeles City Schools encourage, guide, and assist people who seek a high school diploma and continuing education.

4. **Vocational Education – Trade and Industrial, Business, Agricultural.** The total community benefits when its individual members are successful in carrying their own economic load and are skilled in the affairs of business and industry. Therefore, a program of vocational education and training in the field of apprenticeship education, trade extension education, business preparation, and business extension education is a part of the adult education program in the Los Angeles City Schools. Classes are geared to the needs of business and industry, but are open to the public.

5. **Civic Education and Gerontology.** The strength of a free society depends upon the intelligent participation of all members of that society. Instruction in civic responsibility and privileges at the local, state, and national level are the concern of the public schools. The program of adult education offers instruction to further these ends, and strives to meet the special needs of older adults in our community.

6. **Homemaking and Parent Education.** Since the home is a fundamental cornerstone of American society, the improvement of its culture and refinement is one of the goals of the adult education program. The program consists of topics related to growth and development of the child, elements involved in good family relationships, money management for the home, and instruction in the knowledge and skills of homemaking.

7. **Music and Fine Arts.** The appreciation of and participation in the creative arts are essential to the welfare of society, and are encouraged in the educational curriculum of the adult schools.

8. **Health Education.** The public welfare requires that people of all ages become informed as to good health practices. Instruction in first aid, home nursing, mental hygiene, physiology, and physical fitness is a vital part of the adult school program.

CONCLUSION

The program of adult education in the Los Angeles City Schools strives to seek a balance in the eight major fields described above. Personnel and content change with the times. It is a program of sufficient breadth and responsiveness to public demand to provide the interested adults of our community with the kinds of training and educational preparation which enable them to achieve their life purposes with greater effectiveness at a higher cultural and vocational level.

## METHODS OF IDENTIFYING COMMUNITY NEEDS

1. Cultivate liaison people in industry, business, and community organizations to watch for opportunities for education to perform a service.
2. Receive course requests from business, industry, labor, and community groups.
3. Study literacy level of people in the community with special attention to educational deficiencies noted.
4. Examine published surveys and similar literature of other communities.
5. Canvass newspaper and community meetings to learn about primary interests of people in the community.
6. Examine catalogs, class schedules, publicity materials and programs of adult schools in comparable communities.
7. Examine census and similar data.
8. Consider individual requests for courses.
9. Make use of experience and interest of other adult education administrators.
10. Secure recommendations of subject area supervisors.
11. Form an Advisory Committee to study educational needs in the community.

## STANDARDS AND PRINCIPLES FOR THE OPERATION OF CLASSES

1. Public school classes in general shall be open to all adults. Prerequisites that are established should be determined in relation to (a) the educational readiness of the individual to profit from the instruction; and (b) the prescribed professional standards and legal standards for entrance to a class.
2. The administration of a class, the assignment of a teacher, and the selection of materials for instruction shall be at all times under the control and supervision of the local school authority.
3. In organizing classes in special fields such as vocational nursing, building and mechanical trades, and other occupations, the administrator should be guided by accepted standards for entrance into these fields, whether such standards are fixed by law or agreed upon by appropriate professional groups.
4. The outline for each course should include all the units to be taught and should cover the complete course. This does not mean that the course should have a definite amount of planned content. Students who have completed a course should usually not be allowed to repeat the same course, but should be counseled into more advanced courses in the same field or into a course of interest to them in other fields.

5. In classes devoted to learning manual and physical skills, class size should be limited to a sufficiently small number so that individual and group instruction needed can be given and the work activities of each student can be supervised.
6. The size of discussion classes should be limited to the extent that every student may have the opportunity to participate during each class period.
7. Classes should be operated at times and in places that will make them, insofar as practicable, maximally accessible to students. All the resources for a course should be made available to the teacher. These should include the services of specialists from the community and the school system.
8. Teachers should be provided with opportunities to improve their skills in and knowledge of classroom methods and techniques. The best facilities possible and a congenial atmosphere for work should be provided.

## CLASSES NOT PERMITTED

Classes for recreational or entertainment purposes or for the sole purpose of occupying the leisure time of individuals shall not be established.

PHYSICAL EDUCATION

(Refer to Subchapter 2, Section 123, Article 14, Title 5. Education, *California Administrative Code.*)

CRAFTS

(Refer to Section 127 as above.)

## POLICIES CONCERNING CLASSES

1. The contents and method must be educationally sound to meet a real educational need.
2. All classes shall be open to the public.
3. No class shall be limited to the membership of a private organization.
4. All classes shall be subject to visitation, inspection, and supervision by the school staff.
5. All classes shall be under the complete jurisdiction of the Los Angeles City Schools.
6. No class shall be located outside the school district unless specifically approved by the governing board, as in the case of nurse's training.
7. Classes that give instruction in Citizenship, leading to naturalization, shall be located only in a public school.
8. All classes shall be taught by certificated teachers who are paid the authorized salary rate.
9. All classes shall offer an approved course of instruction, with an outline on file in the principal's office.
10. All non-school class locations shall be approved by the Fire Department and Real Estate Branch as to the safety and District liability.
11. To prevent unnecessary duplication, the Assistant Superintendent may limit certain educational activities to designated adult schools.

## CLASS SIZE

1. The principal should have assurance that at least fifteen (15) persons will be present at the first class meeting. A preregistration of 35 persons is usually necessary to guarantee an opening minimum of 15.
2. Classes in which the active attendance has not reached 15 by the end of the third week shall be terminated.
3. Established classes which have an attendance of fewer than 14 for four successive meetings, shall be closed, and the teacher transferred, released, or placed on leave of absence. Exceptions to this rule may be made by the Assistant Superintendent when conditions warrant such exceptions.
4. Classes, which cannot be closed because of the tenure status of the teacher, should be listed for closing as soon as legally permissible.
5. Principals shall establish reasonable maximum limits on class size. When these limits are reached a waiting list should be established.

## REQUESTING EXPERIMENTAL CLASSES

A request should be submitted to the Assistant Superintendent for any class not listed in the "Adult Education Catalog of Authorized Subjects." The principal should suggest a possible catalog number, course title, course description, and course outline. The description and outline should be prepared by the prospective teacher in cooperation with the subject field supervisor, the curriculum coordinator, and advisory committee, if applicable. No commitments should be made with the teacher, nor should a starting date for the class be fixed, until the request has been approved by the Assistant Superintendent.

The class, if approved, will open on a one-year experimental basis. Board of Education approval is required before it can become a part of the established curriculum. (See College Division Bulletin No. 3 dated 9-1-66.)

*section III*

# *OPENING THE SCHOOL YEAR*

## PUBLIC INFORMATION

Effective service to the public depends to a great extent on how well the public is made aware of the classes, lectures, and forums open to them in community adult schools.

### TYPES OF PUBLICITY

1. **Schedules**. The publication of schedules of classes by adult schools is the acceptable method of informing the public of their offerings. The Principals' Association has standardized the size to 4" x 9". Schedules may be folded, or pages stapled in a booklet form. The school's name should be approximately ½" from the top to be suitable for display in the existing cabinets at the Board offices and at the various libraries throughout the Los Angeles area.

   Schedules should carry the code and descriptions of classes as indicated in the "Adult Education Catalog of Authorized Subjects". Ordinarily, schedules also list the course name, code, nights, and hours. In addition, they usually list transportation information, enrollment procedures, graduation requirements, counseling service, sponsorship, faculty, and other pertinent information.

2. **Flyers and Brochures.** Flyers and short brochures are a way to put out course information rapidly and on short notice. These pieces of publicity may frequently be produced in the local adult school.

3. **Seasonal Cards.** Cards carrying "Season's Greetings" serve to remind students of the date school will re-open. Mailing may be effective after December 25 when the rush of Christmas mail has subsided.

4. **Newspaper Releases.** Plan a series of releases for local newspapers at least two weeks prior to the opening of school. The Adult School Principal is responsible for keeping the community informed concerning the activities of the school throughout the academic year.

5. **Advisory Committees.** Advisory committees from business and industry may be of value in curriculum revision, and in the dissemination of information through the distribution of schedules, flyers, etc.

6. **Public Contacts.** The extent of the adult school principal's participation in community activities will be determined largely by the number and type of community groups. These groups are an excellent means in getting school news to the public.

## COUNSELING

Refer to *Handbook for Community Adult School Counselors,* **1971 Revision**.

## REGISTRATION

Principals should fully inform the teaching staff at a pre-school faculty meeting and/or by letter and bulletin as to the method of registration of students to be used.

### SAMPLE METHOD OF REGISTRATION

1. Enroll all students in classrooms the first two weeks of the term.
2. Allot teacher I.D. cards to be sold in the classroom, also receipt books to those teachers in whose classes fees are charged.
3. An alternative plan would be to collect I.D. fee in the office and send the student to class to complete registration.

4. Collect I.D. fees in branch classes all semester.

5. After the first two weeks all registration at the parent school is done in the office.

## TEACHING MATERIALS

The adult school administrator must see that needed teaching materials are ordered in advance and available to teachers when needed. Teachers and subject supervisors should share the responsibility for the selection of these materials. In some cases an advisory group may be asked to make necessary recommendations.

## TEACHING AIDS

The principal has the responsibility of encouraging instructors to make full use of instructional aids in order to increase learning and retention. The value of using aids is well recognized, but there are certain difficulties to overcome in planning and encouraging their optimum use.

As soon as possible after assignment, the principal should take inventory of the audio-visual teaching aids and their storage facilities. He should provide teachers with easy access to these aids and other related materials.

## KEYS

The principal should make certain that keys are available in duplicate for every class room to be used. All keys should be labeled and retained on a panel convenient to the teachers. Policies regarding keys and their security should be explained to all teachers prior to issuance. A bulletin may be appropriate.

## PARKING

There is no standard policy on parking. The principal should organize parking according to the needs of his particular school. (Refer to Board Rules 1281-89, "Use of Premises for Movement and Parking of Vehicles", *Administrative Guide.*)

Authorization to expend Student Body funds for a parking attendant may be secured from the Student Body Activities Branch.

## FACULTY MEETINGS

Faculty meetings cannot be held except in small sections generally on succeeding days and/or evenings. Provision is made each year by the Division Office for an initial school faculty meeting on the Saturday before school begins. In this instance, however, a teacher assigned at more than one school can attend only one meeting. The principal should make it a point to see that person individually if necessary.

## BULLETINS

Most of the communication with teachers is carried out through bulletins. Since it is necessary to use bulletins so extensively, great care should be taken to make them brief and explicit.

*section IV*

# *CURRICULUM*

## CURRICULUM PLANNING

The Adult Education Program established by the Board of Education shall conform to the requirements of the State Board of Education.

The adult school administrator is responsible for the school's curriculum. It must contribute to the continuous learning and growth of individuals who live in the school community. To make this contribution, the program must be flexible as educational needs of adults and the community are constantly changing.

### MAJOR CONSIDERATIONS

1. A periodic community survey should be made to determine needs in the various areas of instruction.
2. Plan curriculum from established community educational needs.

### COURSE OUTLINES

Each school must have on file a course outline for every subject offered. The administrator should check from time to time to see that it is followed. In helping a new teacher to prepare an outline, he should check the following: Appropriate name of subject, length of course, prerequisites, objectives, and content. NOTE: Course outlines for established courses may be available from the office of the Director of Adult Instruction.

### SHORT UNIT CLASSES

The economy of planning and programming, where possible, short unit courses has a real advantage to the adult school and to the adult student. Greater flexibility in serving divergent community needs is afforded an administrator whose budget may be limited. Adult students are able to meet their educational objective, review for subject mastery or skill, etc., in as short a period of time as subject contact will allow.

### LECTURES AND FORUMS

All lectures and forums must be organized according to the rules and regulations as set forth by the Bureau of Adult Education. In general, forum topics must be on public affairs dealing with our social, political and economic life; lecture topics must be subjects other than public affairs but of a sound educational value. Titles of forum and lecture series should indicate clearly the educational objectives of the series. The title of each lecture should indicate the true nature of the subject content that will be presented so that the actual relationship of the lecture to the general theme of the series can be identified. The artificial and arbitrary dressing up of titles in order to clothe them in a semblance of kinship to the general theme is below the standard of the professional school administrator. Each lecturer must hold a valid secondary credential or a special permit.

Refer to "Forum Series, Lecture Series," Sections 125-6, Title 5, Education, *California Administrative Code.*

### FIRST AID INSTRUCTION

First Aid instruction is required for graduation. Refer to Section 102.1, Title 5, Education, *California Administrative Code.*

## CONTROVERSIAL ISSUES

(Refer to LACS Publication #470.) In the Los Angeles City Schools, we believe the individual's right to learn is a fundamental freedom. We believe that vital current issues should be studied and discussed in the classroom, in accordance with the maturity level of pupils. All viewpoints on controversial issues should be presented; an objective atmosphere should be clearly understood and maintained. Advantages of our free form of government and the basic principles and procedures of democracy in solving public problems should be kept in the foreground constantly. Pupils at all levels should have practice in effective thinking and problem solving.

## FIELD TRIPS

Field trips must be educational in nature and directly related to the course. The adult school principal should use the following information as a guide:

1. The adult school principal must give prior approval for any field trip.
2. No field trip should be permitted during the first eight weeks of the course.
3. Requests for field trips should be submitted two weeks in advance.
4. Field trips at a time when a class is not normally in session are on the teacher's and student's own time. A.D.A. may not be counted. The Board is not liable for injuries.

## LIFE DRAWING ART CLASSES

No classes in life drawings will be approved by the Division of Adult Education. The use of undraped models in any Art class is prohibited.

*section V*

# *HOUSING*

## PHYSICAL FACILITIES

The adult school principal should be guided by the following when arranging for physical facilities.

1. Consult the day school Principal concerning availability of facilities and equipment, including storage space for teachers.
2. Provide additional space for counselors during peak registration periods.
3. Have signs made to direct students to offices and various buildings.
4. Check lighting in buildings and on grounds.
5. Check to see that all branch request forms have been submitted to the Division office.
6. Prepare notice to inform students and teachers of parking space and parking regulations.

## ESTABLISHING BRANCH CLASSES

The establishment of branch schools must receive the approval of the Assistant Superintendent.

1. Elementary school locations are preferred for day branch classes.
2. Evening branch classes should also be established in public schools when possible.
3. Establishment of branch classes in rental facilities should be avoided. If this is not possible, the permission of the Assistant Superintendent must be obtained in advance.
4. Branch location requests are not required for adult classes held in schools which are normally open during the regular school session.
5. Day and Adult School principals should agree in advance, on use of rooms for adult classes in regular school facilities.
6. Branch locations must be accessible to the general public.
7. Submit "Request for Establishment of Branch Location" in quadruplicate to the Adult Education Division Central office. Permitter's signature must appear on all four copies.

*section VI*

# *CERTIFICATED PERSONNEL*

## TEACHERS

One of the most important responsibilities of the Adult School Principal is the recruitment of teachers. The success of a school depends primarily upon the caliber of its teachers. It is better not to offer a class at all than to offer it with an incompetent teacher.

### RECRUITMENT

Recruitment is a professional service in which all adult school principals participate. Frequently a candidate will apply for a teaching position in a particular field at a school where there is no opening, while in another school an opening does exist but that school has no knowledge of the availability of this qualified applicant. If principals would refer all qualified candidates to the assignments specialist, a reserve list could be established of good teachers for use throughout the District.

### SOURCES

1. Day school faculties.
2. Recommendations of supervisors and subject specialists in the Adult Education offices.
3. Applications on file in each adult school office.
4. Applications on file in the Adult Education Division office.
5. Recommendations of other principals.
6. Recommendations of leaders in business or industry.
7. Recommendations of administrators in colleges and universities.
8. Day school faculties in neighboring school districts.

### SCREENING

In the recruitment process, the principal or the supervisor should assume the responsibility of the initial screening of applicants. If the applicant is obviously not suited for employment, he should not be referred to other schools or to the Adult Education office.

### ATTRIBUTES TO LOOK FOR

1. Mastery of subject matter.
2. Training and experience.
3. Valid credential covering subjects to be taught.
4. Personal qualifications:
   a. Appearance
   b. Mental alertness
   c. Enthusiasm
   d. Speech (Teachers of "English as a Second Language" should not have a foreign or sectional accent.)
   e. Sense of humor
   f. Poise
   g. Friendliness
   h. Interest in others

## SELECTION

One of the most important duties of the adult school principal is the selection of qualified teachers. His skill in this regard affects the entire program because there is a certain amount of mobility in principal assignments as well as teacher assignments. Since the principal is responsible not only to himself but to his colleagues and the district, he is urged to utilize all of the assistance available from the Adult Education office.

## ADDITIONAL ASSIGNMENTS

Refer to current memorandum for division and district policy.

## CREDENTIAL PROCEDURES

Refer to the assignments specialist for specific application procedures, candidate-processing, etc., as state and district policies change from time to time.

## ASSIGNMENT

(Refer to Secretary's Handbook and Board Rule 3116.) Plan the starting date of classes sufficiently in advance to allow for the minimum clearance time for teacher assignments.

## SUBSTITUTES

The assignment of day-to-day substitute teachers is the responsbility of the adult school principal. It is recommended that each principal prepare a list of qualified substitutes for his school.

## TRANSFERS

A teacher who wants to transfer from one Adult School to another should submit a "Request for Transfer" form to his principal for signature. The request should then be sent to the Assistant Superintendent, who will confer with the principals involved in an effort to effect the transfer.

## ABSENCE PROCEDURES

Adult education teachers and counselors who find it necessary to be absent should notify the school before 2:30 p.m. in order that adequate time remains to secure a substitute before classes are in session.

## ATTENDANCE VERIFICATION

Each adult school should use either the standard "sign-in" form or another equally definite method of verifying attendance of employees.

## LECTURERS AND FORUM LEADERS

For specific requirements refer to:

1. Board Rule 1901, "Oath of Allegiance", *Administrative Guide.*
2. Section 124, "Forum Series", Title 5, Education, *California Administrative Code.*
3. Section 125, "Supplementary Lectures", Title 5, Education, *California Administrative Code.*
4. Section 126, "Lecture Series", Title 5, Education, *California Administrative Code.*

The adult school principal should also be aware of the following information when contemplating a lecture or forum series.

1. No forum speakers or lecturers may be employed after their 65th birthday.
2. The maximum rate of pay, effective July 1, 1964 is $40.00 for a day session and $50.00 for an evening session.
3. Lecture and forum series should be planned for a minimum attendance of 75 people whether held during day or evening hours.

### IN-SERVICE TRAINING

All new teachers need to be informed of certain facts about the adult school and the community it serves. It is the responsibility of the principal to see that the new teacher is thoroughly introduced to his position and its related responsibilities.

Regardless of experience, all teachers should be led into discussions of adult teaching methods in faculty meetings or department meetings with subject supervisors or specialists. The importance of daily objectives, planned lessons, variety in repetition, student participation, and evaluation of student understanding should be continually emphasized.

### TENURE

(Refer to Board Rule 3182-g, "Approved Experience – New Probationary Employees", *Administrative Guide.*)

### PERMANENT TIME

No teacher will lose permanent time except through resignation.

### MAXIMUM HOURS OF ASSIGNMENT PER CLASS SESSION

Teachers assigned after September, 1952, have been limited to a maximum class session of three hours. This includes Homemaking and Parent Education day class teachers.

## COUNSELORS

Counselors are available for placement from an eligible list established by the Division office. The alphabetical list contains names of candidates who have met minimum requirements and have been screened by a committee established for that purpose. The adult school principal may not appoint a counselor outside the list unless it has first been completely exhausted.

It is suggested that a counselor be on duty each day and/or evening that an adult school is in session. It is further recommended that all counselors assigned in a school that does not have a vice-principal hold administrative credentials. This allows the program to be legally administered in the absence of the principal.

## VICE-PRINCIPAL

The Vice-Principal serves as an assistant to the Adult Education Principal in implementing the educational and administrative program at the adult school and its branches. He is responsible for providing educational leadership and supervising the counseling, guidance, testing, evaluation, and health activities related to the instructional program. He assumes responsibility for the school in the absence of the principal.

*section VII*

# *CLASSIFIED PERSONNEL*

## SECRETARY

An Adult School Secretary performs secretarial duties by taking and transcribing dictation and composing correspondence; supervises the clerical staff; schedules clerical work to insure prompt submission of reports, letters, tabulations and other related material, completes administrative details not requiring the attention of the Principal; compiles and edits evening school reports; maintains timekeeping and personnel records for classified and certificated evening school personnel, and answers and refers inquiries and gives out approved information to the public and school personnel over the telephone and at the counter.

## CLERK-BOOKKEEPER

An Adult School Clerk-Bookkeeper maintains records of finances involving student and class fees, textbook deposits and other cash collections and disbursements of an adult school office; receives, disburses and records funds; prepares all financial statements including trial balances and bank reconciliations; sets up and maintains accounts in conformance with approved format submitted by division and administrative offices; serves as clerical office supervisor in the absence of the secretary; maintains records of textbook inventories, requisitions and distribution; distributes or supervises the distribution of student body and Board owned equipment and supplies; and meets the public, school personnel and students at the counter and over the telephone, furnishing approved information or referring inquiries about classes, schools and other evening school functions.

## CLERK

An Adult School Clerk acts as receptionist, types correspondence, records and reports from corrected copy and rough draft material; keeps records; meets the public and school personnel in the office and over the telephone, answering and referring inquiries and giving out approved school information, receives and receipts for school cash; and maintains files.

For any additional information related to the above position assignments refer to *Adult School Secretary's Handbook,* current edition.

*section VIII*

# *PUPIL PERSONNEL*

Classes for adults shall be open to adults and to such minors, as in the judgment of the governing board, may be qualified for admittance thereto. (*California Education Code,* Section 5706.)

## STUDENT ENROLLMENT

Student enrollment, attendance, and accounting procedures in classes for adults shall be established by the Superintendent in conformance with regulations of the State Department of Education and rules and regulations established by the local Board of Education.

## PERMISSION TO ATTEND

Permission to attend adult school classes shall not be predicated on membership in any organization.

## REPETITION OF ENROLLMENT

Students shall not be permitted to re-enroll in Physical Education and Homemaking after they have attained the maximum number of hours of attendance allowed under regulations of the State Department of Education in accordance with *California Administrative Code,* Title 5 – Education, Sec. 123, Physical Education (Par. 1) – Homemaking, Sec. 127, Par. a,b, and c) except upon permission of the principal.

## ENROLLMENT OF MINORS

The policy of enrolling minors in adult school is based upon Board Rule 2102 as given in the *Administrative Guide,* Los Angeles City Schools. The policy applies to all students under 18 years of age.

## ADMISSION OF FOREIGN VISA STUDENTS

(Refer to Board Rule 2030, Part b., *Administrative Guide,* Los Angeles City Schools.) Admission of F Visa students is limited to Cambria, Garfield, Los Angeles, Reseda, Roosevelt, San Fernando, and San Pedro Adult Schools. Other adult school principals should refer inquiries to these schools.

## CITIZENSHIP-STUDENTS

Each school shall maintain its own Citizenship student attendance records.

1. Adults may become eligible to receive a Citizenship Diploma by completing the course in Citizenship, attending a minimum of 50 hours, and receiving the recommendation of their instructors on the basis of subject mastery.
2. A permanent record must be maintained in each school of all adults who have been granted a Citizenship Diploma, indicating the name of the recipient, address, date of issuance, and number of hours in instruction completed.
3. Additional diplomas and citizenship record cards are available through the subject supervisor.

## POLIOMYELITIS IMMUNIZATION

California state law requires polio immunization for all students under 18 years of age, according to Sec. 3380 of the *Health and Safety Code.*

## ATTENDANCE POLICY

Attendance of persons enrolled in classes for adults shall be limited to the maximum number of hours of instruction stipulated in the approved course outline. Repetition of attendance in the same class is not authorized for reasons other than receipt by a student of an incomplete or failing grade.

ATTENDANCE ACCOUNTING AND DEDUCTIONS FOR ABSENCE

(Refer to "All Classes for Adults," Section 9f, Title 5, *California Administrative Code.*)

STUDENT BODY ORGANIZATIONS

(Refer to Board Rules 2501-2551, Chap. 11, "Student Body Activities," *Administrative Guide,* Los Angeles City Schools.)

GRADUATION CLASS ACTIVITIES

(Refer to *Handbook for Community Adult School Counselors.*) Consider such things as dinners and dances, rings and pins, pictures, and cap and gown. The activities will vary according to the desires of the particular school and its graduating class. The principal is the key person in final decisions.

*section IX*

# *SUPPLIES AND EQUIPMENT*

## SUPPLIES

(Refer to Secretary's Handbook, also Board Rules 1801-1814, Chap. 17, "Supplies and Equipment," *Administrative Guide,* Los Angeles City Schools.)

### BUDGET

A definite amount for supplies is allocated to each adult school by the Budget Division. From this allotment money should be withheld for general office supplies, class schedules, etc. The amount set aside for individual classes should be carefully apportioned considering greatest need.

## EQUIPMENT

### SOURCES OF FUNDS

1. Funds set aside especially for the various adult schools. Requisitions from this fund are sent to the Assistant Superintendent in charge of the Division accompanied by the proper statement for approval.
2. Joint funds to be shared by the high school and the adult school occupying the same buildings. This equipment fund is allocated on the basis of A.D.A. for both schools.
3. Certain special equipment, not on the approved list but necessary to the function of a class, may be purchased from the special class-fee fund. These purchases must have the approval of the Student Body Activities Branch.

### TRANSFER OF EQUIPMENT

Use forms 34-AE-1 or 34-AH-1 as appropriate. Give ample description of equipment to be transferred and its location for pickup.

### BOARD OF EDUCATION EQUIPMENT REPAIR

Requests for repairs of equipment should include the nature of the difficulty. Requests for glass replacement should include the exact size and type. When any piece of equipment is to be picked up for repair in the Business Division, a receipt must be obtained from the person. The repairman should be asked for proper identification too.

### STUDENT BODY EQUIPMENT REPAIR

Local commercial repair shops may be called for repair of student body owned equipment; cost of such repair is paid out of student body funds.

## TEXTBOOKS

### BOARD-OWNED TEXTBOOKS

When Board-owned textbooks are used, they are loaned to the students on a deposit basis. The deposit is refundable upon surrender of books and identifying stubs, Form 34 H-34. These Board approved textbooks are listed in a booklet published annually for secondary schools. (*List of Authorized Textbooks, Junior and Senior High Schools,* Publication No. 426.)

CS26

## STATE APPROVED TEXTBOOKS

Another approved list of textbooks is published annually by the State Department of Education in accordance with the *California Education Code*, Section 11742. (State Department of Education Bulletin, State List of High School Textbooks)

## WORKBOOKS

Workbooks are usually a supplement to some standard textbook and many times are consumable. These are purchased outright by the student.

## DIRECT ORDERING OF TEXTBOOKS

Adult schools may purchase textbooks outright from the distributor for resale using a special budget allocation that has been provided by the Division of Adult Education for this purpose. (Refer to current Division bulletin for details.)

*section X*

# *CLOSING THE SCHOOL YEAR*

SUPPLIES AND EQUIPMENT

1. Conduct an inventory of all equipment.
2. Conduct an inventory of all Board of Education supplies.
3. Conduct an inventory of re-sale supplies, and indicate value of items.
4. Clean out and remove extraneous material from cupboards.

FINANCIAL RECORDS

1. Return I.D. cards and stubs and clear account.
2. Turn in cash receipt books and clear account.
3. Tag and leave room and cupboard keys with secretary.

REGISTERS

1. Sign and deliver end of semester reports.
2. Sign cumulative folders of graduates.
3. Make definite plans to be carried out during the summer for the fall semester.

# *MAJOR REFERENCES*


1. *California Education Code*
2. Title 5, Education, *California Administrative Code*
3. Los Angeles City Schools *Administrative Guide*
4. *Handbook on Adult Education in California,* 1966, State Bureau of Adult Education, Sacramento
5. *Development of Education in California,* Vol. XXVI, No. 13, Dec. 1957
6. *Professional Standards for Adult Education Administrators,* Vol. XXIV, No. 16, Nov. 1955
7. *Adult Education Handbook for In-Service Teacher Training Programs,* Vol. XXIII, No. 5, Aug. 1954.
8. *Handbook for Teachers of Adults,* Vol. XX, No. 4, May 1951
9. *Adult School Secretary's Handbook,* Los Angeles City Schools
10. *Handbook for Community Adult School Counselors,* 1968 Revision, Los Angeles City Schools
11. *Policies Governing Adult School Student Body Finance,* Publication No. 466, Los Angeles City Schools, Student Body Activities Branch
12. *Catalog of Authorized Subjects for Adult Schools,* Los Angeles City Schools, Current revision
13. *Code of Professional Ethics,* Adult Education Association of Los Angeles
14. *Responsibilities of an Adult Education Administrator,* Damon
15. *Behavioral Description of an Adult Educator,* Aker
16. *Safety Handbook,* Los Angeles City Schools
17. *Public School Adult Education* – A Guide for Administrators, National Association of Adult Education
18. *Evaluative Criteria,* California Association of Adult Education Administrators
19. *Criteria for Evaluating Instruction,* Los Angeles City Schools

# *INDEX*


Accidents . . . . . 5
Administering the School Budget . . . . . 2
Admission of Foreign-Visa Students . . . . . 19
Adult Education Principal . . . . . 1
  primary function
  responsibilities
Aid to Administering the School Budget . . . 3
Attendance Accounting and Deductions for Absence . . . . . 20
Attendance Policy . . . . . 19
Audit . . . . . 4
Advisory Committees . . . . . 10

Board of Education Equipment Repair . . . . 21
Board-Owned Textbooks . . . . . 21
Bomb-Scare Procedures . . . . . 5
Bulletins . . . . . 11

Catering Service . . . . . 4
Characteristics of a Good Teacher . . . . . 3
Citizenship Students . . . . . 19
Class Fees . . . . . 4
Class Size . . . . . 9
Class Visits . . . . . 3
Classes Not Permitted . . . . . 8
Clerk . . . . . 18
Clerk-Bookkeeper . . . . . 18
Controversial Issues . . . . . 13
Counseling . . . . . 10
Counselors . . . . . 17
Course Outlines . . . . . 12
Crafts . . . . . 8
Credential Procedures . . . . . 16
Curriculum Planning . . . . . 12
  major considerations

Demonstrations, "Sit-ins" . . . . . 5
Direct Ordering of Textbooks . . . . . 22
Discipline – Conduct . . . . . 5
Discussion with Teachers (visitation) . . . . . 3
Drills . . . . . 5

Enrollment of Minors . . . . . 19
Equipment . . . . . 21
  sources of funds
Establishing Branch Classes . . . . . 14

Faculty Meetings . . . . . 11
Field Trips . . . . . 13
Financial Records . . . . . 23
Fire Precautions . . . . . 5
First Aid Instruction . . . . . 12
Flyers and Brochures . . . . . 10

Graduation-Class Activities . . . . . 20

In-Service Training . . . . . 17
Instructional Program . . . . . 6
  philosophy

Keys . . . . . 11

Lecturers and Forum Leaders . . . . . 16
Lectures and Forums . . . . . 12
Life Drawing Art Classes . . . . . 13

Major Fields of Learning . . . . . 6
  conclusion . . . . . 7
Maximum Hours of Assignment Per Class Session . . . . . 7
MDTA Skill Center Principal . . . . . 1
  primary function . . . . . 1
  responsibilities . . . . . 2
Methods of Identifying Community Needs . . 7
Monthly Expenditure of Budget . . . . . 2

Newspaper Releases . . . . . 10

Parking . . . . . 11
Permanent Time . . . . . 17
Permission to Attend . . . . . 19
Physical Education . . . . . 8
Physical Facilities . . . . . 14
Policies Concerning Classes . . . . . 8
Poliomyelitis Immunization . . . . . 19
Political Activities . . . . . 5
Principal's Professional Ethics . . . . . 2
Public Contacts . . . . . 10
Public Information . . . . . 10

Recruitment (teachers) . . . . . 15
Registers . . . . . 23
Registration . . . . . 10
Repetition of Enrollment . . . . . 19
Request for Budget Increase . . . . . 3
Requesting Experimental Classes . . . . . 9

Safe . . . . . 4
Safety . . . . . 5
  tests
Schedules . . . . . 10
Seasonal Cards . . . . . 10
Secretary . . . . . 18
Service Charges . . . . . 4
Short-Unit Classes . . . . . 12
Standards and Principles for Operation of Classes . . . . . 7
State Approved Textbooks . . . . . 22

Student Body Funds . . . . . 4
expended funds
general policy
sources of funds
source of information
Student Body Equipment Repair . . . . . 21
Student Body Organizations . . . . . 20
Student Enrollment . . . . . 19
Substitutes . . . . . 16
Supervision . . . . . 3
Supplies . . . . . 21
budget
Supplies and Equipment . . . . . 21

Teachers . . . . . 15
absence procedure . . . . . 16
additional assignments . . . . . 16
assignment . . . . . 16
attendance verification . . . . . 16
attributes to look for . . . . . 15
screening . . . . . 15
selection . . . . . 16
sources . . . . . 15
transfers . . . . . 16
Teaching Aids . . . . . 11
Teaching Materials . . . . . 11
Tenure . . . . . 17
Textbooks . . . . . 21
Transfer of Equipment . . . . . 21
Types of Publicity . . . . . 10

Vending Machines . . . . . 4
Vice-Principal . . . . . 17

Workbooks . . . . . 22

# *APPENDIX A*

This Appendix divider page is for the convenience of the principal in filing copies of rules, regulations, and policies relating to the:

State Department of Education

Board of Education

Superintendent's Staff

Division of Adult Education

Adult Education Principals' Association of Los Angeles

# *APPENDIX B*

This Appendix divider page is for the convenience of the principal in filing copies of:

Graphs

Charts

Statistics

Data

Brochures

ERIC Clearinghouse
FEB 2 9 1972
on Adult Education